**Sample Language for High School Title IIA Professional Development Plans- Archdiocesan Initiatives**

*Principals, as you craft your Title IIA professional development plans for next year, it will be important to consider the Archdiocesan initiatives in which you will participate and towards which you will be asked to contribute Title IIA funds. You can use the language below in your Title IIA plans to ensure that your participation in Archdiocesan opportunities will be approved by your LEA.*

**Recommended Language for Measurable Objectives**

*Most districts require that your Title IIA plan includes measurable objectives (SMART goals). It is best to keep this language broad so that it supports the use of a variety of action plan strategies (workshops and other PD). Below are sample measurable objectives:*

1. Staff participating in professional development related to (indicate your goal areas here- ie teacher leadership, differentiated instruction, etc.) will implement at least two strategies learned within 2 weeks of participating in the professional development.

2. By June of 2020, 80% of students in grades (add grade levels) will meet established grade level benchmarks in (indicate subject areas- you may wish to keep this broad if you tend to offer PD in all subject areas) as measured by (indicate assessment measures-standardized assessments, report cards, summative teacher created assessments, etc.).

**Recommended Language for Action Plan Strategies**

*Districts ask that you indicate the strategies you will use to achieve your goals. This is where you provide a rough outline of the PD you will offer your staff next year. Be sure to include the strategies listed below for the Archdiocesan initiatives in which you will participate. It is also wise to include some more general strategies.*

**General Strategies**

1. Teachers will access professional development as needed in any of the core content areas, integrating technology into the curriculum, using data to improve and inform classroom practice, improving student behavior/ classroom management, and addressing the needs of students with different learning styles, including students with special learning needs, gifted students, and English language learners.

2. Consultants may also be contracted to provide targeted training to our staff as needed in any of the core content areas, integrating technology into the curriculum, using data to improve and inform classroom practice, improving student behavior/ classroom management, and addressing the needs of students with different learning styles, including students with special learning needs, gifted students, and English language learners.

**Strategies Related to the High School Department Chair Training**

Administrators and teacher leaders/ department chairs will attend several workshops facilitated by the University of Washington CEL during the course of the 2019- 2020 school year. Trainings will help us improve our ability to lead for instructional improvement via instructional coaching and the use of inquiry cycles to inform teacher practice.